DOCUMENT RESUME

ED 092 886 CS 001 149

AUTHOR Trosky, Odarka S.
TITLE Individualizing Through a Self-Concept Inventory at the Primary Levels.
PUB DATE May 74
NOTE 37p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS Educational Research; *Individualized Instruction; *Individual Needs; *Primary Grades; Reading; Self Concept; *Self Concept Tests; Teaching Methods; *Test Construction

ABSTRACT

This paper describes a project, involving a group of practicing primary classroom teachers, aimed at the current concern over the kind of attention given to individual pupil differences and the way that attention is received by the pupil. Six experienced classroom teachers, representing all primary levels, were selected from a list of volunteers. The cycle of teacher expectations and self-fulfilling prophecy and its related literature were discussed. All available self-concept inventories were examined, and common items were selected and paraphrased into language aimed at the primary child. Following a first administration of the inventory the items were examined for their suitability and phrasing, and two inventories were created: one for the younger primary child and the other for the more mature. Along with the two variations of the Teacher's Inventory of a Pupil's Self-concept (TIPS), a score sheet and a set of instructions for administering were developed. The major result was the development of the inventory; however there were also beneficial side effects: individual students' strengths and weaknesses were revealed, and individualization was facilitated. Also included in the document are the Primary I and Primary II forms of the TIPS. (WR)

ED 092886

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Odarka S. Trosky
Faculty of Education
University of Manitoba
Winnipeg, Man. R3T 2N2

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Odarka S. Trosky
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

INDIVIDUALIZING THROUGH A SELF-CONCEPT INVENTORY AT THE PRIMARY LEVELS

2:00-3:00 p.m., Thursday, May 2, 1974

CS 001 149

Over the past several years teachers have been inundated with literature related to the ramifications of their expectations upon pupils' academic performance. It is known that without clear evidence as to learning ability, teachers tend to assign pupils to ability groupings on the basis of those aspects of pupils' behavior which are observable. Some of these behaviors are favored, hence such pupils are placed in a high ability group; this, in turn, fosters high reading achievement due to the kind of learning opportunities offered to that group. In contrast, pupils with non-preferred individual differences are placed in low ability reading groups, eliciting different teaching behaviors, some of which are considered to be detrimental to learning. In most instances, the literature deals with evidence that such a direct and positive relationship exists, with little time or space devoted to showing teachers how to improve academic performance through a change in their expectations.

The key issue, then, is not the teacher noting individual differences, but the kind of attention given to such differences and the way in which this attention is received by the pupil. It is conceivable that there is a disparity between the teacher's intent and the pupil's perception, and that teaching behavior would be modified if the teacher became aware of the pupil's perception and reception of certain teaching acts. Further, it is possible that upon learning more about the pupil in social interactions, rather than in only the formal teacher-learning situations, the teacher may become more sensitive to the ways the pupil perceives and receives teaching behaviors.

This issue became the focal point of a project conducted in a large urban center for one school year. Involved in this project were six primary classroom teachers and an instructor in reading from a faculty of education. As

a consequence of working with some 370 pupils ranging from Kindergarten to grade III, the teachers developed two forms of a teacher's inventory of a pupil's self-concept (TIPS) which are now being used in many classrooms across the province.

A description of this project and the two forms of TIPS will be presented first. The results of the project will follow, including such topics as: problems in administering the inventory along with strategies to overcome these problems, and benefits for teachers and pupils from using the inventory. Because the benefits outnumbered the problems, the teachers identified certain instructional procedures which helped those pupils indicating poor self-concepts; these will be offered with classroom implications.

Project

The sequence of events began with a meeting of the superintendent, the primary supervisors of the school district, and the university instructor; discussions centered on teacher expectations and accompanying self-fulfilling prophecy. Following this meeting, a call was made for primary teachers interested in working on a project dealing with teacher expectations. The call was directed to this group because of the expressed need to focus on primary children who are first to feel the effects of such expectations. From the list of volunteers, six experienced classroom teachers, representing all primary levels were selected, and a half-day meeting in June was set with the University instructor. The cycle of teacher expectations and self-fulfilling prophecy, and its related literature were discussed and the group agreed that the aim of the project should be at breaking the cycle. Further discussions led to a decision that more knowledge of how the learner

perceives himself in relation to the total school environment should be the focus. Various ways in which this information could be gleaned were examined, narrowing the choice to a self-concept inventory. It should be noted that the entire group had reservations in using an inventory because of certain inherent problems (e.g. answers given to please the teacher or to "look good"); however, since all other avenues seemed less viable, the inventory was selected. This was the primary objective but, as will be shown, the project produced other useful results.

During the summer months, all available self-concept inventories were examined; common items were selected and paraphrased into language aimed at the primary child. During an all-day meeting in October, the group studied these items; some items were kept, others were discarded and many were modified, resulting in an inventory of some 70 items.

Following the first administration of the inventory, the group met in December to examine the suitability and phrasing of each item; as a consequence, two inventories had to be created: one for the younger primary child and the other for the more mature. The second administration was held in January. Along with the two variations of TIPS, a score sheet and a set of instructions for administering were developed. During the March meeting, the inventories were re-examined and necessary changes made. Since teachers were beginning to modify certain teaching behaviors based on specific findings from the use of TIPS, a part of the meeting was devoted to sharing and discussing these. Third administration took place in April with the teachers meeting the following month; final revisions to the instrument were made and each teacher presented a personal critique of the entire project.

(PRESENTATION OF THE TWO FORMS OF TIPS)

Results

The major result was the development of the inventory but the side effects were more beneficial if not more important.

As with all inventories, there were problems in using TIPS; however the teachers noted that each of these problems could, in fact, become an advantage when studied within the total learning situation:

(1) No matter how carefully the items were worded, explanations were required for certain children. On the other hand, an explanation did lead to insights into how pupils perceive a given statement and revealed information related to certain responses. This caused an in-depth examination of teacher's verbal instructions.

(2) Some children tended to give responses which they thought would meet the teacher's approval. This problem was met by asking, "Why is this pupil trying to please me?" producing reflections upon teaching behaviors. This approach was also used in situations where pupils tended to copy from one another.

(3) Time in administering was a major concern. However, the teacher insisted that they, not teacher aides, or supervisory or resource personnel must administer the inventory because in the responses made, in the attitudes demonstrated, and in the questions asked during the administration, much information was obtained about the individual child. This information gave the classroom teacher a more complete picture of the pupil in the total school situation.

Despite the time required to overcome these problems, all teachers agreed that the benefits outweighed the disadvantages: (1) individual strengths and weaknesses, fears and desires were being revealed; (2) certain pupils who appeared confident and self-assured were, in fact, harboring fears and insecurities related to their school work; (3) pupils having poor

peer relationships outside of the formal school activities were being uncovered; and (4) most important, individualization was facilitated because the teacher was now able to relate to individual pupils with better understanding and deeper empathy.

The benefits were not all from the teacher's point of view; pupils appeared to benefit as well. Some children began to look at themselves more objectively, while others began to relate to their classmates with more concern and reasoning. Further, pupil analysis of the items in the inventory became more critical with each administration; such analysis was regarded by the teachers as a healthy sign of growing maturity in accepting one's self. (This also was an argument for administering TIPS more than once during the school year.)

Because the benefits began to show up early in the project, the teachers decided that those teaching behaviors undertaken to help pupils with poor self-concepts should be recorded and compared at subsequent meetings. Further, since all communication skills are so tightly interwoven with all learning activities, it was agreed that no differentiation would be made between those behaviors aimed at improving one communication skill from those aimed for improvement in other skill areas. The list of instructional procedures in its final form appeared as follows:

1. Teachers should work individually with the pupil for at least a few minutes each day.
2. Unless the pupil indicates he wants to read with the group, he should be allowed to read alone to the teacher. He also corrects his reading assignments with the teacher, remaining otherwise with the group in all reading activities.
3. Teacher should model for the group acceptance of individual idiosyncracies (e.g., ignoring nervous tics, overlooking odd habits, etc.)

4. In the evaluation of assignments, the focus should be on the pupil's production and not on the pupil as a person: by working on the errors and then by indicating concretely (e.g., token, correct signs, narrative comments, etc.) that the assignment is complete and correct. In all cases the emphasis should be on the positive aspects of the pupil's efforts in doing the assignment.

5. Emphasis in all activities should be on the concept that there is no shame in making mistakes.

6. In the development of assignments, the guideline should on the pupil's abilities at that point in time. It may require:

   (a) reducing the amount of items;

   (b) setting time limits with the pupil himself;

   (c) phrasing questions more simply and directly in both written and oral assignments;

   (d) developing tasks more appropriate to his psychomotor, linguistic, or interest level;

   (e) setting options as an incentive in doing more than the basic minimum (e.g., "You may do more than the five questions, if you wish").

7. To widen the social contacts, "team" or "buddy" system should be devised and used frequently in informal activities (e.g., art, games). Initially, the team should consist of two who appear to relate well with each other.

8. Rewards should be given very often, especially in terms of positions of responsibility (e.g., being a leader, secretary, etc.). Praise for effort should be emphasized by the teacher and encouraged from the peer group.

9. The entire class should verbalize frequently and in their own dialects. Depending on the moment, explanations, discussions, open and informal activities should be encouraged, for they appear to be conducive in developing self-confidence in talking with one's peers. (Discussions often reveal that the confident child is in agreement with one with a poorer self-image.)

10. In certain instances, teacher should show affection for the children; physical contacts deliberately made (e.g., hugging, cuddling) and pupils allowed to show their affection for the teacher (e.g., sitting on teacher's knee, holding her hand, etc.).

11. In some cases, discussions with parents need to be initiated to help the child improve his image as a learner.

12. Play-acting should be encouraged; it helps the child's self-image in relation to peer approval. In certain cases, teacher should model audience approval of performance.

13. Individual guidelines or rules for acceptable social behavior need to be provided for special children; these rules need to be fair but firm.

Though the project officially terminated with the development and report of TIPS with its related materials in June, 1973, many classroom teachers who observed the project are using the materials along with the services of those teachers who were originally involved in its development. Other teachers taking graduate courses in elementary reading have been using it with considerable satisfaction. Finally, due to the publicity related to the benefits of both the instrument and the project, a large suburban school district is piloting the two forms of the inventory and is also involved in developing a similar inventory at the intermediate level, assisted by two instructors from the faculty of education.

Implications for Classroom Use

The Teacher's Inventory of a Pupil's Self-Concept (TIPS) is not a unique instrument; many such inventories are available and widely used. However, this inventory is unique in having been created and field-tested by practising classroom teachers, and in teachers' reports that changes in teaching behaviors benefiting individual pupils arise from its use. Using TIPS convinced those teachers that the vicious cycle of teacher-expectations—self-fulfilling prophecy can be broken, allowing for more individualization and better teacher-pupil relations.

Perhaps the most important feature of this project was the process of developing the instrument. The teachers were able to address themselves to certain objectives in the light of their own needs and to follow through in achieving these objectives. This process demonstrated to them the usefulness of becoming involved as a group of teachers in educational development directed toward their particular needs; the professional thinking of those concerned was stimulated by this kind of "research".

The inventory is not fool-proof nor is it free from those inherent problems related to a self-concept inventory; as with any such instrument, it is as good as the professional competence in administering and interpreting it. However, a primary teacher wishing to use it can be assured that TIPS has direct classroom application and can benefit the pupil in her charge. As one teacher put it:

> "This inventory makes you sit down and look at the child ... we teachers are not perfect; we need to be reminded that they (the pupils) are individuals."

References:

[1]Braun, Carl. "Johnny Reads the Cues: Teacher Expectation". The Reading Teacher, (April, 1973), pp. 704-711.

[2]Brophy, Jere E. and Thomas L. Good. "Teachers' Communication of Differential Expectations for Children's Classroom Performance: Some Behavioral Data". Journal of Educational Psychology, Vol. 61 (1970), pp. 365-374.

[3]Gillham, Isabel. "Self-Concept and Reading". The Reading Teacher, (December, 1967), pp.270-273.

[4]Glock, Marvin D. "Is There a Pygmalion in the Classroom?" The Reading Teacher, (February, 1972), pp. 405-408.

[5]Quandt, Ivan. Self-Concept and Reading. Newark, Del.: IRA, 1973.

WHO AM I?

Self Concept Inventory for Primary I

Project of:
Winnipeg School District
and
Faculty of Education
University of Manitoba
(O. S. Trosky)

C.S. 001 149

DIRECTIONS FOR ADMINISTERING THE TEST

1. Choose a day when the pupils are alert and eager.

2. Approach the administering of the test as a "game".

3. Read questions aloud to the pupils.

4. If pupils are very young or have difficulty in following directions, administer the test individually or in a small group (maximum 5).

5. If the pupils' attention span is very short, the test may be administered in several parts.

6. Should an item require explanation as to its meaning for a particular group, teacher should feel free to do so.

NAME: (CODE: UNSHADED = POSITIVE)

	YES	NO	YES	NO	YES	NO
1. Makes things well						
2. Draws well						
3. Likes one's hair						
4. Likes school						
5. Science - interesting						
6. Plays by himself						
7. Finishes work quickest						
8. Mathematics - likes						
9. Teacher's questions - likes						
10. People's help - likes						
11. Chews pencil						
12. Play - likes being leader						
13. Confident						
14. School work - tries harder						
15. Likes Self						
16. Reading - easy						
17. Teacher's questions - afraid						
18. Plays with friends - likes						
19. Finish jobs - likes						
20. Rudeness						
21. Leadership						
22. Finishes work - slowest						
23. Tolerates use of things						
24. Reading - finds hard						
25. Games - picked last						
26. Works - fear of teacher						
27. Doing - independence						
28. Afraid of being rude						
29. Cries to get own way						
30. Fights						
31. Hard to finish						
32. Things taken - cries						

NAME:	YES	NO	YES	NO	YES	NO
33. Good leader						
34. Quick to anger						
35. Likes to finish						
36. Talks to adults						
37. Good news - excited						
38. Work in school - likes						
39. Loses game - cries						
40. Meets new people - afraid						
41. Makes noise - likes						
42. Loses game - fights						
43. Ridiculed when playing						
44. Teased - angry, shouts						
45. Things taken - fights						
46. Ridiculed						
47. Occupied outside school						
48. Fear of teacher - works						
49. Telling jokes						
50. Teased - walks away						
51. School work wrong - cares						
52. Things taken - shouts						

PRIMARY LEVEL I Name: _____

WHO AM I?

		Yes	No
1.	I am good at making things.	Yes	No
2.	I draw quite well.	Yes	No
3.	I like my hair the way it is.	Yes	No
4.	I like school.	Yes	No
5.	I like to learn about such things as animals, plants, weather.	Yes	No
6.	I like to play alone.	Yes	No

7. I finish my work faster than others. Yes No

---

8. I like Mathematics (numbers). Yes No

---

9. When a teacher asks me a question in school, I like to answer. Yes No

---

10. I like people to help me. Yes No

---

11. I chew my pencil. Yes No

---

12. When I play with my friends, I like to tell them what to do. Yes No

---

13. I like to try new things Yes No

---

14. When my school work is wrong, I feel I must try harder. Yes No

---

15. I like the kind of person I am . Yes No

---

16. Reading is easy for me. Yes No

---

17. When a teacher asks me a question in school, I am afraid to answer. Yes No

---

18. I like to play games with my friends. Yes No

---

19. Once I start a job, I like to finish it. Yes No

20.	I talk back to people.	Yes	No
21.	When I play with my friends, I am a good at telling them what to do.	Yes	No
22.	I finish my work slower than others.	Yes	No
23.	I let children play with my things.	Yes	No
24.	I find it hard to read.	Yes	No
25.	In games I'm picked last.	Yes	No

26. I work in school because I am afraid the teacher will not like me. Yes No

---

27. I like to do things myself. Yes No

---

28. I am afraid to talk back to people. Yes No

---

29. To get my own way, I cry. Yes No

---

30. I get into a lot of fights at school. Yes No

---

31. Once I start something, I'd rather not finish it. Yes No

---

32. When children take my things, I cry. Yes No

33. When I play with my friends, I am a good leader. Yes No

34. I get mad quickly. Yes No

35. Once I have started a job, I feel like finishing it. Yes No

36. I like to talk to big people. Yes No

37. When I hear good news, I get excited. Yes No

38. I like to work in school. Yes No

---

39. If I do not win the game, I cry. Yes No

---

40. When I meet new people, I feel afraid to speak to them. Yes No

---

41. I like to make noise in the class. Yes No

---

42. If I do not win the game, I fight. Yes No

---

43. When I play with other children, they make fun of me. Yes No

---

44.	If people tease me, I get angry and shout.	Yes	No
45.	When children take my things, I fight with them.	Yes	No
46.	My friends make fun of me.	Yes	No
47.	When there is no school, I have a lot of fun.	Yes	No
48.	I work in school because I am afraid the teacher will punish me.	Yes	No
49.	I like to tell jokes.	Yes	No

50. If people tease me, I walk away and leave them. Yes No

---

51. When my school work is wrong, I care. Yes No

---

52. When children take my things I shout at them. Yes No

WHO AM I?

Self Concept Inventory for Primary II

Project Of:
Winnipeg School District
and
Faculty of Education
University of Manitoba
(O. S. Trosky)

CS 001 149

DIRECTIONS FOR ADMINISTERING THE TEST

1. Choose a day when the pupils are alert and eager.

2. Approach the administering of the test as a "game".

3. Read questions aloud to the pupils.

4. If pupils are very young or have difficulty in following directions, administer the test individually or in a small group (maximum 5).

5. If the pupils' attention span is very short, the test may be administered in several parts.

6. Should an item require explanation as to its meaning for a particular group, teacher should feel free to do so.

PRIMARY II

NAME:

(CODE: UNSHADED = POSITIVE)

	YES	NO	YES	NO	YES	NO
1. Makes things well						
2. Draws well						
3. Likes one's hair						
4. Likes school						
5. Science - interesting						
6. Likes to be by himself						
7. Finishes work quickest						
8. Arithmetic - likes						
9. Teacher's questions - likes						
10. People's help - likes						
11. Chews pencil						
12. Play - likes being leader						
13. Sure of self						
14. School work - tries harder						
15. Likes self						
16. Reading - easy						
17. Teacher's questions-afraid						
18. Plays with friends - likes						
19. Finish jobs - likes						
20. Rudeness						
21. Leadership						
22. Finish work - slowest						
23. Tolerates use of things						
24. Reading - finds hard						
25. Games - picked last						
26. Makes friends easily						
27. Works - fear of teacher						
28. Doing - independence						
29. Cries to get own way						
30. Fights						
31. Hard to finish						

NAME:	YES	NO	YES	NO	YES	NO
32. Things taken - cries						
33. Good leader						
34. Quick to anger						
35. Likes to finish						
36. Talks to adults						
37. Good news - excited						
38. Likes cheating						
39. Work in school - likes						
40. Loses game - cries						
41. Meets new people - afraid						
42. Makes noise - likes						
43. Loses game - fights						
44. Ridiculed when playing						
45. Teased - angry, shouts						
46. Things taken - fights						
47. Ridiculed						
48. Occupied outside school						
49. Fear of teacher - works						
50. Telling jokes						
51. Teased - walks away						
52. School work wrong - cares						
53. No school- something to do						
54. Steals						
55. Things taken - shouts						
56. Lots of friends						

PRIMARY LEVEL II Name_____

WHO AM I?

1. I am good at making things. Yes No

---

2. I drow quite well. Yes No

---

3. I like my hair the way it is. Yes No

---

4. I like school. Yes No

---

5. I find Science interesting. Yes No

---

6. I like to play alone. Yes No

---

7. I finish my work faster than others. Yes No

8. I like Arithmetic. (Mathematics) Yes No

---

9. When a teacher asks me a question in school, I like to answer. Yes No

---

10. I like people to help me. Yes No

---

11. I chew my pencil. Yes No.

---

12. When I play with my friends, I like being a leader. Yes No

---

13. I am sure of myself. Yes No

---

14. When my school work is wrong, I feel I must try harder.
Yes
No

---

15. I like myself.
Yes
No

---

16. Reading is easy for me.
Yes
No

---

17. When a teacher asks me a question in school, I am afraid to answer.
Yes
No

---

18. I like to play games with my friends.
Yes
No

---

19. Once I start a job, I like to finish it. Yes / No

---

20. I like to be rude to people. Yes / No

---

21. When I play with my friends, I am a good leader. Yes / No

---

22. I finish my work slower than others. Yes / No

---

23. I let children play with my things. Yes / No

---

24. I find it hard to read. Yes / No

---

25. In games, I'm picked last. Yes
No

---

26. I make friends easily. Yes
No

---

27. I work in school because I am afraid the teacher will not like me. Yes
No

---

28. I like to do things myself. Yes
No

---

29. To get my own way, I cry. Yes
No

---

30. I get into a lot of fights at school. Yes
No

---

31. Once I start a job, I find it hard to finish.
Yes
No

---

32. When children take my things, I cry.
Yes
No

---

33. When I play with my friends, I am a good leader.
Yes
No

---

34. I get mad quickly.
Yes
No

---

35. Once I have started a job, I feel like finishing it.
Yes
No

---

36. I like to talk to big people.
Yes
No

---

37. When I hear good news, I get excited. Yes / No

---

38. I like to cheat. Yes / No

---

39. I like to work in school. Yes / No

---

40. If I do not win the game, I cry. Yes, / No

---

41. When I meet new people, I feel afraid to speak to them. Yes / No

---

42. I like to make noise in the class. Yes / No

43. If I do not win the game, I fight. Yes / No

44. When I play with other children, they make fun of me. Yes / No

---

45. If people tease me, I get angry and shout. Yes / No

---

46. When children take my things, I fight with them. Yes / No

---

47. Others make fun of me. Yes / No

---

48. When there is no school, I know what to do. Yes / No

49. I work in school because I am afraid the teacher will punish me. Yes / No

---

50. I like to tell jokes. Yes / No

---

51. If people tease me, I walk away and leave them. Yes / No

---

52. When my school work is wrong, I care. Yes / No

---

53. When there is no school, I have something to do. Yes / No

---

54. I like to steal, when nobody knows it. Yes / No

55. When children take my things I shout at them. Yes / No

---

56. I have lots of friends. Yes / No